

# Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> Children’s Services	<b>Service area:</b>
<b>Lead person:</b> Denise Finch Project Manager PPPU	<b>Contact number:</b> 07891 275570

**1. Title:** Pudsey St Joseph’s Catholic Primary School– Basic Need scheme.

Is this a:

- Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**This project forms part of Children’s Services Basic Need Programme**

**2. Please provide a brief description of what you are screening**

- **Main aim**  
The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of places for reception age children in this area of the city. In 2012 Pudsey St Joseph’s Catholic Primary School was identified as one of the schools for expansion. The school admission limit will rise from 1FE to 1.5FE (210 to 315 pupils) from September 2015.
- **Purpose**  
A screening exercise has been carried out to determine if the addition of new teaching spaces to bring the school’s accommodation in line with 1.5FE requirements, will impact on equality.

The new accommodation will be fully DDA compliant. It includes a two storey

extension which includes a lift.

The new classrooms are necessary to fulfil the Authorities legal duty to provide a school place for every child and where possible, in the school of parental preference.

### **3. Relevance to equality, diversity, cohesion and integration**

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

<b>Questions</b>	<b>Yes</b>	<b>No</b>
Is there an existing or likely differential impact for the different equality characteristics?		No
Have there been or likely to be any public concerns about the policy or proposal?		No
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		No
Could the proposal affect our workforce or employment practices?		No
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"><li>• Eliminating unlawful discrimination, victimisation and harassment</li><li>• Advancing equality of opportunity</li><li>• Fostering good relations</li></ul>	Yes	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity; cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

### **4. Considering the impact on equality, diversity, cohesion and integration**

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

### **School Admissions**

The primary school provides education for all pupils, however priority is given to children who are from a Catholic or faith based denomination. The school is oversubscribed and an increase in admission numbers will allow for more children to be education within the school's values and ethos.

### **Consultation & involvement**

As part of the project management process around the design of the build, a communications plan has been created to highlight all key stakeholders that have a vested interest in the project. This identifies how they are to be communicated with and the frequency of the communication.

The following communication will take place in the process.

- Consultation with School and Diocese of Leeds (through regular design meetings with Leeds City Council, the design team and the head teacher).
- Consultation with Planning and Highways officers
- Consultation with Governing Body
- Staff consultation on the design of the building
- Planning Public consultation to take place on 14<sup>th</sup> July 2014 at the school
- Consultation with pupils
- Ward member briefings will be issued at appropriate stages in the project development by Children's Services

- **Key findings** (think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

**The outcome of the consultation sessions and evidence of how it has been reflected within the design can be found in the key findings section below.**

- **Actions** (think about how you will promote positive impact and remove/ reduce negative impact)

**The building was designed and will be constructed taking into account the Disability Discrimination Act and all current building regulations associated with it.**

**Access to the building**

The building is 2-storey, with level access from all internal and external doors. A lift will be provided internally so that the accommodation is fully assessable. The design will be reviewed by an Access Officer as part of the planning approval process and all comments/feedback incorporated into the design. All door widths will be sufficient to allow for wheelchair access.

**Car parking**

The existing school car park is deemed to have sufficient disabled parking/drop off facilities therefore no additional spaces will be delivered as part of this project.

**5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.**

Date to scope and plan your impact assessment:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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**6. Governance, ownership and approval**

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Philip Smith	Basic Need Programme Manager	1/6/14

**7. Publishing**

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

Please send a copy to the Equality Team for publishing

<b>Date screening completed</b>	12/07/2013
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<b>Date sent to Equality Team</b>	
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<b>Date published</b>	
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(To be completed by the Equality Team)